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phonetic transcription. Single words make dull reading, while transcribed texts give life to phonetic theory. The texts given avoid the colorless puerility of some phonetic readers. Wisdom is shown in not furnishing a key to these selections. The untranscribed readings, which can easily be supplied by the teacher, might perhaps be omitted.

An unusual feature is the separate treatment of foreign words and proper names. The segregation of these orthoepic outlaws is a distinct advantage. It might be well to point out in a later edition that the irregularities in the pronunciation of proper names are due in part to the fact that the Academy did not determine their orthography. The injunction to seek the pronunciation of doubtful proper names "in a dictionary" is vague. A reference to Lesaint or Martinon would be more helpful. The name of Madame de Warens is generally pronounced [varās] and not [varā] by cultivated persons, despite Martinon, p. 309, n. Aix-la-Chapelle and Aix-les-Bains are usually [eks] nowadays; cf. Martinon, p. 347, n. 4, and Michaélis-Passy, s.v. Nyrop, who prefers the older pronunciation [es], admits that "la prononciation avec [ks] se répand maintenant de plus en plus." (2d ed., § 268, 3°).

Several new departures in terminology seem distinctly happy. Thus "checked *m*, *n*" is a most convenient way of designating these consonants when final or when followed by a consonant other than *m* or *n*, and simplifies the statement of the sadly muddled conditions under which a vowel nasal consonant is nasalized. "Preventive *h*" for "*h* aspirée" avoids the absurdity of an "aspirate" almost always inaudible.

There are several matters of minor importance which might well be altered in subsequent editions. Thus a fuller treatment of the vocal apparatus would render the book more useful to advanced students, and the elementary generally needs, though he should not, a definition of the vocal chords. Again, though the explanation given of the nature of the sounds usually spelt *in* and *on* may be correct enough, it is certain that for the American student the transcriptions [ā] and [ō] are more helpful than [ē] and [ō]. It is to be regretted that almost the only departure from the sound practice of not indicating variant pronunciations should be in the case of the vulgarisms [ā] and [yn] for [œ].*

Most works on phonetics have lamentably incomplete indices; it is to be hoped that the second edition of the *Handbook of French Phonetics* will be an exception to this rule.

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Spanish American Composition with Spanish-English and English-Spanish Vocabularies, by J. Warshaw. New York, Henry Holt & Co., 1917. 108 pp. \$1.00.

This book is well planned and carefully arranged for second year work in Spanish. It is made up of thirty lessons, the first twenty-two of which are

*By an oversight, Martinon is cited as saying of [yn for [œ]: "Il est peu de fautes plus choquantes." He makes this remark (p. 149) of [ā] for [œ]. There are few such slips in the *Handbook* which is, in general, notably free from misprints.

divided into four parts, *viz.*, 1. Reading; 2. English sentences for translation based on the text, with special emphasis on certain grammatical points and furnishing an excellent review of first year work; 3. Connected composition also based on the reading text and 4. Questions for oral work. The reading text is omitted in the last eight lessons and emphasis is laid on the study of common verbal idioms. Here the author succeeds fairly well in avoiding some of the inelegant expressions frequently found in our text-books. The book represents an interesting selection of subjects for students of Spanish in the United States, as well as for teachers whose mother tongue is Spanish. The vocabularies, as far as I have been able to examine them, are satisfactory, although some teachers would doubtless prefer to have the irregular forms of the verbs included. The pedagogical arrangement, as well as its physical make-up, are good enough to justify the appearance of this new volume among those already published, some of which have been written with too much haste or too little care on the part of the authors.

Dr. Warshaw's book deserves praise in general, but at the same time, it contains certain defects which demand attention in a review. His use of a number of *Sudamericanismos*, as they are generally designated, is to be regretted. Certain forms and words used by him, even though frequently employed in South America, should not appear in a text-book. In my opinion, the South American slogan, used and abused by some writers, serves only to protect them against the critic's attacks. There is no South American language which differs from correct Castilian, as can be ascertained by reading the works of any educated Spanish American writer.

The book contains, however, a number of errors which can only be ascribed to the carelessness of the author. The following are some of the more important mistakes which I have noted. On p. 4, occur three sentences which cannot be accepted as models of good form, *viz.*, *¿Cuál fué más viejo.* . . . *¿Qué tal de general.* . . . *¿Hace cuántos años.* . . . In the first sentence the imperfect tense should be used; the second sentence is better expressed by the author in a note at the end of the exercise; the syntax of the third sentence, used five times in the book without explanation, can be accepted only as a variant of the regular construction, while the form in general use does not occur once. *Humanas* is unnecessary in the phrase *personas humanas*, p. 8, 1.12. *Costas*, p. 13, 1.23, requires the singular form. The phrase *se hace esperar*, p. 17, 1.27, should be *es de esperar*. *A la ocasión del terremoto que tuvo lugar*, p. 21, 1.10, should be *cuando tuvo lugar* (or *ocurrió*). The phrase *el Templo de Paz*, p. 21, 1.13, should be corrected to *Templo de la Paz*. On p. 29, 1.21, the preposition *con* should be changed to *que*. *Ese distrito no bastará mucho tiempo*, p. 37, 1.1, should be written *ese territorio* (or *país*) *no bastará por mucho tiempo*. *Canadense*, p. 39, 1.19, should be *canadiense*. The imperfect *era* should replace *fué* on p. 43, 1.13. The present indicative should replace the subjunctive, *atañan*, on pp. 45, 47 and 73. There is no reason to use *self-gobierno*, p. 45, 1.17, when we have the form *gobierno propio*. *Con* should replace *por* in the phrase *expiar por la muerte*, p. 48, 1.20. The possessive *cuyo*, p. 81, 1.24, renders the paragraph obscure. The feminine article, p. 81, 1.26, should be masculine, since it appears to refer to *poema*.

Tomaron, p. 83, l. 21, should be *cogieron*. *Pues*, p. 84, l. 18, should be omitted. The phrase *invertir nuestro capital al extranjero*, p. 85, l. 13, requires the preposition *en* instead of *a*. *¿Qué vínculos les unen los Europeos a los Sudamericanos?* p. 88, l. 15, should read *¿Qué vínculos unen a los Europeos y a los Sudamericanos?* *Manual Training*, p. 100, l. 18, has the Spanish equivalent *Trabajos Manuales*. The verb *deslindar*, p. 105, l. 6, should be changed to *límitar*, *lindar*, or *confinar*. *Tomar lugar*, p. 105, l. 9, should be *tener lugar*.

It is doubtful whether *les* for accusative *los*, as in the phrase, *estas fatigas les diezmban*, p. 60, l. 15, should be used in a text-book, and the author's use of *le* for *la*, referring to a woman, in the phrases, *se le encarceló*, *se le llevó al patíbulo*, *se le llevó al cadalso*, in Lesson XIII, is still more questionable. The preposition *a* before a direct object is incorrectly employed in *visitar al imponente castillo del Morro*, p. 12, l. 20, and in *¿A qué países junta el Ferrocarril Transandino?*, p. 19, l. 15. The second definite article should be omitted in *el eminente filántropo el Sr. Carnegie*, p. 21, l. 14; p. 68, l. 2; p. 72, l. 17. The pleonastic object is used so indiscriminately that we find it everywhere and in every form, rendering the style heavy and unidiomatic.

Some of the notes at the foot of the lessons should also be revised. *Cosa hallada*, note 1, p. 43, will surely confuse the pupil, especially since *hallazgo* is not included in the vocabulary. "Smell of", p. 78, note 2, must be translated by *oler*, and not by *saber a*. The verb "wager", p. 96, note 4, translated by the idiom *va . . . a que*, disregards the verb *apostar*, which is in general use. The idiom *decir pestes de*, instead of *hablar mal de*, should be avoided as inelegant. "To call on", p. 101, note 8, should be translated by *visitar* or the reciprocal *visitarse*, and not by *ver*. There are also several incorrect accents and divisions of syllables.

In spite of these unfavorable comments concerning the "Spanish American Composition Book," Dr. Warshaw may feel certain that his book has many good points and is far superior to most others on the market. I would not hesitate to recommend it as one of the best planned and most practical books for second year work with which I am acquainted.

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España Pintoresca. The life and customs of Spain in story and legend, by Carolina Marcial Dorado. New York, Ginn & Co. 332 pp. 96 cents.

In the field of Spanish texts to-day, there is great need of books that will bridge the gap between the "Elementary Reader,"—simple in construction, limited in vocabulary, carefully planned as a basis for oral drill,—and the works of standard Spanish authors, so highly complex in style, limitless in vocabulary, and ill suited to the understanding or interests of the American boy and girl.

There is also great need that authors, realizing that the first aim of modern language teaching is to develop a better understanding between peoples of different speech, should not seek to attain this aim by the mere imparting